

MENTORING

Definition

Mentoring is one component of work-based learning. A mentor is a volunteer from the business/industrial community that helps students become aware of career opportunities and work ethics in a one-to-one relationship that goes beyond the formal obligations of a teaching or supervisory role.

Rationale

Mentoring provides an avenue for developing voluntary partnership programs between employers and schools. Mentoring also gives the mentor an opportunity to have a positive influence on the development of a young person. Above all, a mentoring experience provides young people with someone to look to for support and guidance while facing the challenges of growing into adulthood.

Some Benefits of Mentoring

- offers career exploration opportunities first hand about a chosen profession
- immerses the student in the higher-order thought process of the professions
- helps students see the importance of developing good work ethics and having positive self esteem
- forms a partnership between students, schools and experience, and volunteers from business and industry
- requires a strong commitment from both parties to listen, share, respect and trust the other party's concerns and comments
- is an opportunity for individuals to have a positive influence on the youth of today

Steps for Implementing a Mentoring Program

1. Discuss and identify the goals and policies of the mentoring program.
2. Discuss and identify where and when the mentoring will take place. (e.g., school/off-campus)
3. Develop application materials for interested students and mentors.
4. Develop selection criteria for both students and mentors.
5. Develop an evaluation form to monitor success of the program.

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6. Recruit students (in collaboration with their parents) and mentors to participate in the program.
7. Select the teacher(s)/other personnel who will be working with the mentoring program in the school system.
8. Select the individuals (students and mentors) who will be participating in the mentoring program.
9. Match the student with a compatible mentor based on career goals.
10. Conduct a training and orientation session for mentors, students and school staff involved in the mentoring program.
 - a. **School Staff:** In these sessions, review
 - 1) goals of the program
 - 2) procedures to be followed for the mentoring sessions based on site-based policies
 - 3) evaluation procedure
 - 4) expectations for staff members
 - 5) safety procedures
 - b. **Mentor(s):** In these sessions, review
 - 1) goals of the program
 - 2) procedures to be followed for mentoring sessions
 - 3) basic information about the school and the school routine such as beginning and ending time, days off, and school sign in and out policy.
 - 4) evaluation procedure
 - 5) expectations for mentors involved in the program
 - 6) Information on school resources, cultural sensitivity, profile of students, liability, safety, etc.
 - c. **Students:** In these sessions, review
 - 1) expectations
 - 2) proper dress
 - 3) careers relating to mentoring experience
 - 4) basic safety practices/procedures
 - 5) evaluation procedures
 - 6) transportation for off-campus sessions
11. Facilitate meetings between the mentor and student.
12. Evaluate the mentoring program to continually improve the program outcomes (students, teachers, and mentors each complete an evaluation).
13. Organize an appreciation meeting for mentors.

Legal Issues

705 KAR 4:231 Section 4 General Program Standards for Secondary CTE programs
(See Appendix B, *Resources*)

704 KAR 3:305 Minimum Requirements for High School Graduation
(See Appendix B, *Resources*)

As best practice, policy statement(s) regarding off-campus experiences for work-based learning should be components of the curriculum outlined by the School Based Decision Making Council (SBDM).

Professional Staff Criteria

School and mentor staff should

- be successful in work life
- have a positive outlook on life
- work well with others
- be responsible, trustworthy
- be patient
- enjoy teaching others how to succeed
- lack a criminal record
- be interested in identifying potential mentors for students

Work-Based Learning Plan/Agreement

Sample forms provided at the end of this chapter may be modified as needed.

Student Application
Mentor Questionnaire
Teacher Evaluation
Student Evaluation
Mentor Evaluation

Resources

- Schools: Staff to coordinate mentoring program
Public awareness materials
Space for mentoring sessions
Materials to enhance meetings—puzzles, games, books, computers, etc.
Mentor appreciation items—awards, party, etc.
- Mentors: Flexible work schedule
Time to spend with student
Transportation/insurance
Personal liability insurance
- Students: Transportation
Time to spend with mentor

Additional resources in Appendix B, *Resources*.

SAMPLE
STUDENT APPLICATION FOR MENTORING

Division of Career and Technical Education
Office of Career and Technical Education

Students interested in participating in a mentoring relationship need to complete the following items in order to be considered for the opportunity.

NAME _____ **GRADE/CLASS** _____

HOMEROOM TEACHER/ADVISOR _____

Hobbies _____

Please list some of your specific career interests in order of preference.

1. _____

2. _____

3. _____

If you already have a specific employer with whom you would like to become more familiar, please list that employer. Attempts will be made to make those arrangements; however, circumstances may arise which could make the match unlikely.

Student Agreement

1. I agree to make up any school work that I miss while participating in a mentoring session.
2. I agree to act in an appropriate manner while participating in a mentoring session.
3. I agree to become knowledgeable about my career interest prior to participating in a mentoring session.
4. I agree to report to the entire class about my mentoring experience.

Student Signature _____ Date _____

PARENT/GUARDIAN PERMISSION: I give my child, _____,
permission to participate in a mentoring session set up by the school authorities.

Signature _____ Date _____

SAMPLE
MENTOR QUESTIONNAIRE
Division of Career and Technical Education
Office of Career and Technical Education

Parties interested in serving as a mentor during this school year should complete the following items to assist in the selection and matching process.

NAME _____ TITLE _____

COMPANY _____

COMPANY
ADDRESS _____

WORK
TELEPHONE _____

Discuss briefly your specific job duties. _____

Discuss briefly your interest in becoming a mentor. _____

Describe when and how you envision your mentoring relationship to take place. _____

Please list your immediate supervisor's name, address, and telephone number.

I _____ agree as a mentor to participate in an orientation and training session. Additionally, I agree to attend all scheduled mentoring sessions, to notify school staff of any problems, and to be the best possible mentor that I can be to my assigned student. I also agree to a background check as required by the agency once I have been chosen as a mentor.

NAME _____ DATE _____

SAMPLE
TEACHER EVALUATION FOR MENTORING
Division of Career and Technical Education
Office of Career and Technical Education

TEACHER _____

CLASS/GRADE _____

Do you believe that the mentoring experiences were good learning experiences for your students? ___Yes ___No Give examples of positive experiences.

How did the students share their experiences with the other students once they came back to the classroom?

List any suggestions to make the experiences more valuable to all concerned.

Were there any special problems with the mentoring program that need to be addressed on a school-wide level? ___Yes ___No If yes, please explain.

Are you interested in having future students participate in other mentoring experiences? ___Yes ___No

SAMPLE
STUDENT MENTORING EVALUATION
Division of Career and Technical Education
Office of Career and Technical Education

NAME _____ GRADE/CLASS _____

MENTOR _____

MENTOR'S EMPLOYMENT _____

DATE _____

Describe some of the mentoring provided during the various visits.

Has your mentor assisted you in focusing on a career goal, work ethics, etc.?
____ Yes ____ No If yes, describe how.

Mentoring sessions were scheduled at

- ____ school site
- ____ worksite
- ____ both school and worksite

Type of help provided through mentoring such as:

- ____ Employee expectations
- ____ Employer expectations
- ____ Basic academic skills needed in career choice
- ____ Technical skills needed in chosen career
- ____ The interpersonal (people skills) needed for success in the _____.
- ____ Trends in the job market.
- ____ Education needed beyond high school.

Are you interested in continuing your mentor relationship? ____ Yes ____ No
Explain.

List some of the important things that you have learned about yourself and your chosen career during this mentoring experience.

SAMPLE
MENTOR EVALUATION
Division of Career and Technical Education
Office of Career and Technical Education

MENTOR NAME _____ TITLE _____

COMPANY ADDRESS _____

TELEPHONE _____ DATE _____

STUDENT'S NAME _____

SCHOOL _____

Has the mentoring experience been beneficial to you and the student assigned to you?
___Yes ___No

Explain how: _____

Do you feel that the student assigned to you has made the most of the opportunities provided by the mentoring experience? ___Yes ___No

List types of mentoring activities provided during the various sessions.

Do you have any suggestions to make the mentoring program more successful? If so, please list.

Are you willing to continue with the mentoring program? ___Yes ___No

Your participation in the mentoring program is crucial to the program's success and is greatly appreciated. Thanks for your help!